

BOOK 1

2ND EDITION



WUNDER KEYS

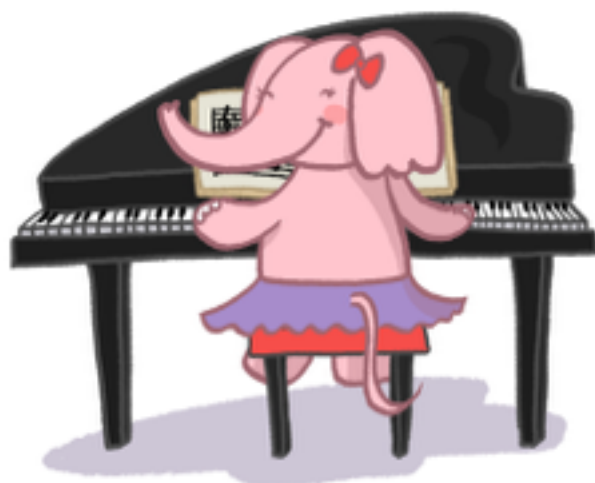


PIANO FOR PRESCHOOLERS

This is a preview (21 of 56 pages).
Pages have been removed from
various sections.

WUNDERKEYS

PIANO FOR PRESCHOOLERS



BOOK 1

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WunderKeys Piano For Preschoolers: Book 1 by Andrea and Trevor Dow
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An Introduction To WunderKeys

When I left home for college many years ago, I took with me a trunkful of clothes, a few pairs of shoes, a blanket, a pillow, and my favorite book, *Harold and the Purple Crayon*.

The book was torn, tattered, and loved to death.

As a young child, I needed my parents' help to cross the street or tie my shoes, but when I flipped through the pages of *Harold and the Purple Crayon*, I entered a world of inspiring adventures where I could do anything and be anyone.

So when I created WunderKeys with my husband, Trevor, we did so with one overriding goal in mind: to produce **piano method books** that would one day be packed into the trunk of a car - torn, tattered, and loved to death by a lifelong music student starting out on a new adventure.

Thank you for taking your piano students on our "wonderful" journey through music.

Andrea and Trevor Dow



Book 1

For most preschool children, *Book 1* represents their first foray into one-on-one piano lessons. There are many concepts they need to grasp before jumping into "traditional" piano pieces. *WunderKeys Piano For Preschoolers: Book 1* encourages exploration of the piano in ways that are accessible and appropriate for this age group. All lessons are geared toward having young children understand everything they will need to know before learning to read notated music. Students will:

- 1 Learn **symbol-to-sound** recognition
- 2 Practice finger independence and coordination
- 3 Improve **aural awareness**
- 4 Play long sounds and short sounds on black keys
- 5 Play high sounds and low sounds on black keys
- 6 Play sounds moving **higher and lower**
- 7 Learn math skills to assist musical understanding



Note: All instructions in this book are written from the perspective of a teacher speaking to a student and are intended to be read aloud.



A Rhythm Rhyme Welcome

After reading each stanza, I will say and clap the rhythm. Can you clap the rhythm back?

Here's a friend who has great big ears; Tumbleton, give a cheer!
I can hear the WunderBus. Clap with me and come with us!

Climb on board!

Here's a friend who likes bamboo; Pointer Panda shouts, "Yahoo!"
I can hear the WunderBus. Clap with me and come with us!

Climb on board!

Here's a friend who munches cheese; Middleton calls, "Wait for me!"
I can hear the WunderBus. Clap with me and come with us!

Climb on board!

Here's a friend who has a mask; Ringo's quick and Ringo's fast!
I can hear the WunderBus. Clap with me and come with us!

Climb on board!

Here's a friend who makes mud pies; Pinky, give me a high five!
We're all here and feelin' fine, ready for piano time!

Welcome To WunderKeys

Meet the WUNDERBIES!

In WunderKeys, the fingers on your hands are named for the Wunderbies. I am going to introduce you to the Wunderbies below.



1

Give me a thumbs-up. This finger is called Thumbelina. Can you make it dance? Play sounds on the piano with your Thumbelinas.



2

Point at the piano. This finger is called Pointer Panda. Can you make it wiggle? Play sounds on the piano with your Pointers.



3

Middleton Mouse lives in the middle of your hand. Can you make your Middletons dance? Play sounds on the piano with your Middletons.



4

Ringo needs a lot of exercise. He lives next to Middleton. Can you make your Ringos dance? Play sounds on the piano with your Ringos.



5

Pinky is just a baby. He is the smallest finger. Can you make your Pinkys dance? Play sounds on the piano with your Pinkys.





A Rhythm Rhyme Welcome

After reading each stanza, I will say and clap the rhythm. Can you clap the rhythm back?

Rainbow, rainbow, so high, stretching right across the sky.
Where's the treasure that you hold? Clap with me to find the gold!

Gold trea - sure

Rainbow, rainbow, Pointer's here. Don't you go and disappear!
Where's the treasure that you hold? Clap with me to find the gold!

Gold trea - sure

Rainbow, rainbow, this is fun, dancing in the rain and sun.
Where's the treasure that you hold? Clap with me to find the gold!

Gold trea - sure

Rainbow, rainbow, don't you go! Stay here; let your colors glow!
Where's the treasure that you hold? Clap with me to find the gold!

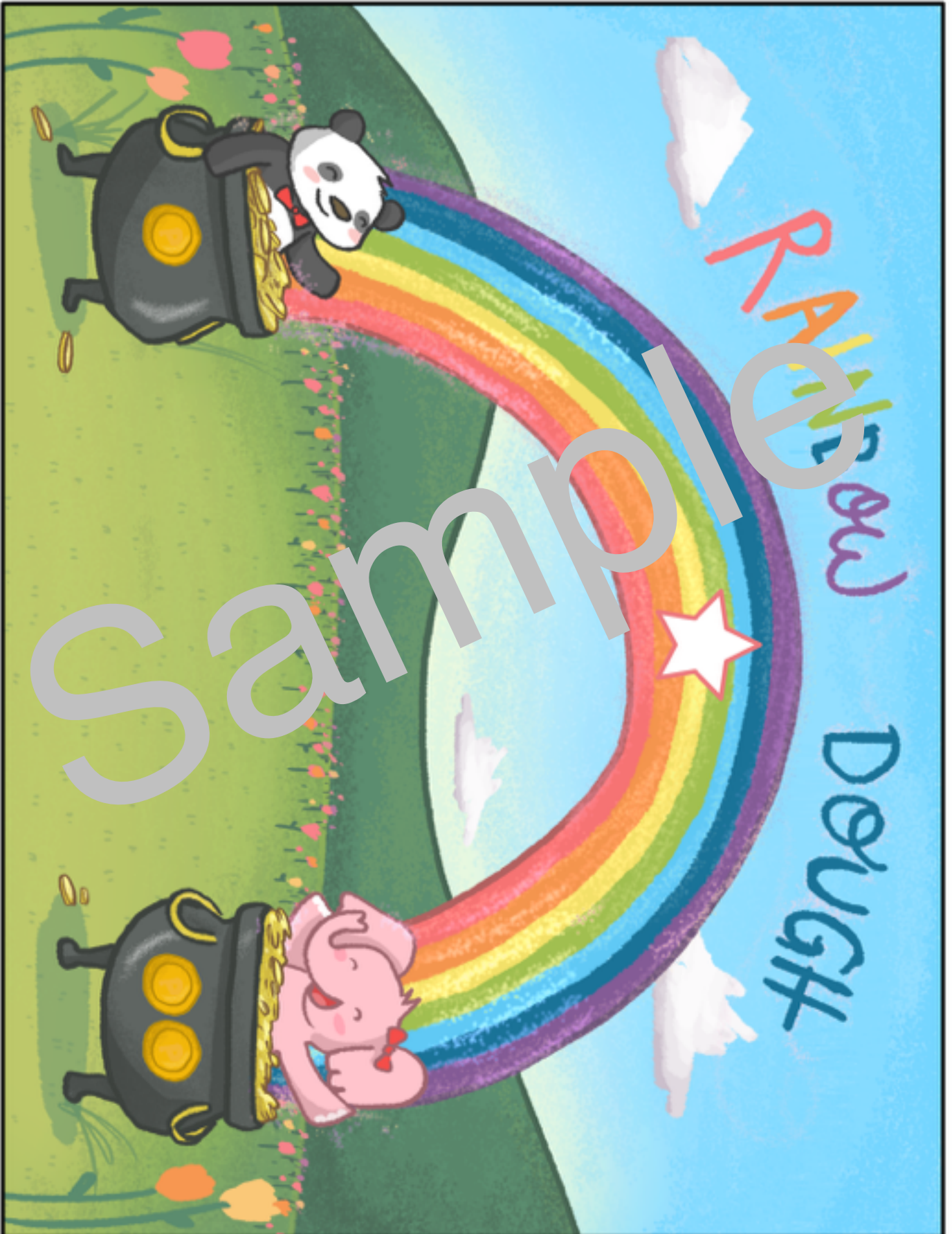
Gold trea - sure

Thumbelina's found the spot where you keep your golden pot.
Coins are spilling everywhere. Rainbow, thanks for all you share!



See reverse for Game Instructions

Rainbow Dough



Use this game with Lesson 3 and Lesson 4.

Players: 1 player

Materials: one game board, 10 coins

Game Objectives:

Musical Objective: To reinforce and practice counting sounds

Game Objective: To land coins in the appropriate pot of gold

Setting It Up:

The student should sit on the floor with the game board placed in front and the 10 coins placed to the side.

How To Play:

- 1 To begin the game, the student places one coin over the star in the center of the rainbow.
- 2 Next, the teacher plays one sound or two sounds on any key on the piano.
- 3 The student determines if the teacher played one or two sounds. If the teacher played one sound, the student uses a finger to slide **the coin along the rainbow and onto Pointer's pot of gold**. If the teacher played two sounds, the student uses a finger to slide the coin **along the rainbow and onto Thumbelina's pot of gold**.
- 4 The coin from Round 1 remains on its pot of gold.
- 5 Steps 1-4 are repeated **until one pot of gold contains five coins**. When this happens, the student gets to play every black key on the piano, using the finger that matches the Wunderbie who collected the five coins. For example, if five coins are resting on Pointer's pot of gold, the student uses her RH Pointer to play every black key on the piano.

Notes:

- 1 The educational value of this game is maximized when the sounds played by the teacher do not follow a predictable pattern (i.e. the teacher should not simply alternate back and forth between one and two sounds).
- 2 The student is not required to complete the game procedure independently. It is important that the teacher guides the student through the different steps of the game in a collaborative learning process.



A Rhythm Rhyme Welcome

After reading each stanza, I will say and clap the rhythm. Can you clap the rhythm back?

Magic bugs in the sky, blinking, twinkling fireflies!
Pinky's flashing like a star. Clap with me to close the jar!

♪ ♪ ♪ ♪
Catch the bugs!

At night they fly so fast. Watch them as they swoop right past.
Ringo's flashing like a star. Clap with me to close the jar!

♪ ♪ ♪ ♪
Watch them twin - kle!

When the moon is big and round, fireflies dance near the ground.
Pinky's flashing like a star. Clap with me to close the jar!

♪ ♪ ♪ ♪
Catch the bugs!

Dancing in the evening air: Pinky, Ringo, what a pair!
Ringo's flashing like a star. Clap with me to close the jar!

♪ ♪ ♪ ♪
Watch them twin - kle!

It is bedtime; don't you know? Let those little buggies go!
Take the lids off both the jars. Four bugs fly up to the stars!

Bottle The BUGS

"Raccoons aren't afraid of the dark," said Ringo. "Let's make a lightning bug lantern so you don't have to be scared, Pinky!"

A

I will place a **group** of three coins, a group of two coins, and a single coin in different areas around the room.

Listen as I play sets of sounds on the piano. If you hear three sounds, use a cup to cover the group of three coins.

If you hear two sounds, cover the group of two coins. If you hear one sound, cover the single coin.

.....



B

Place your **RH Pinky** on any key. Listen as I play sets of one, two or three sounds on one piano key.

Using your Pinky, play back the number of sounds you hear.



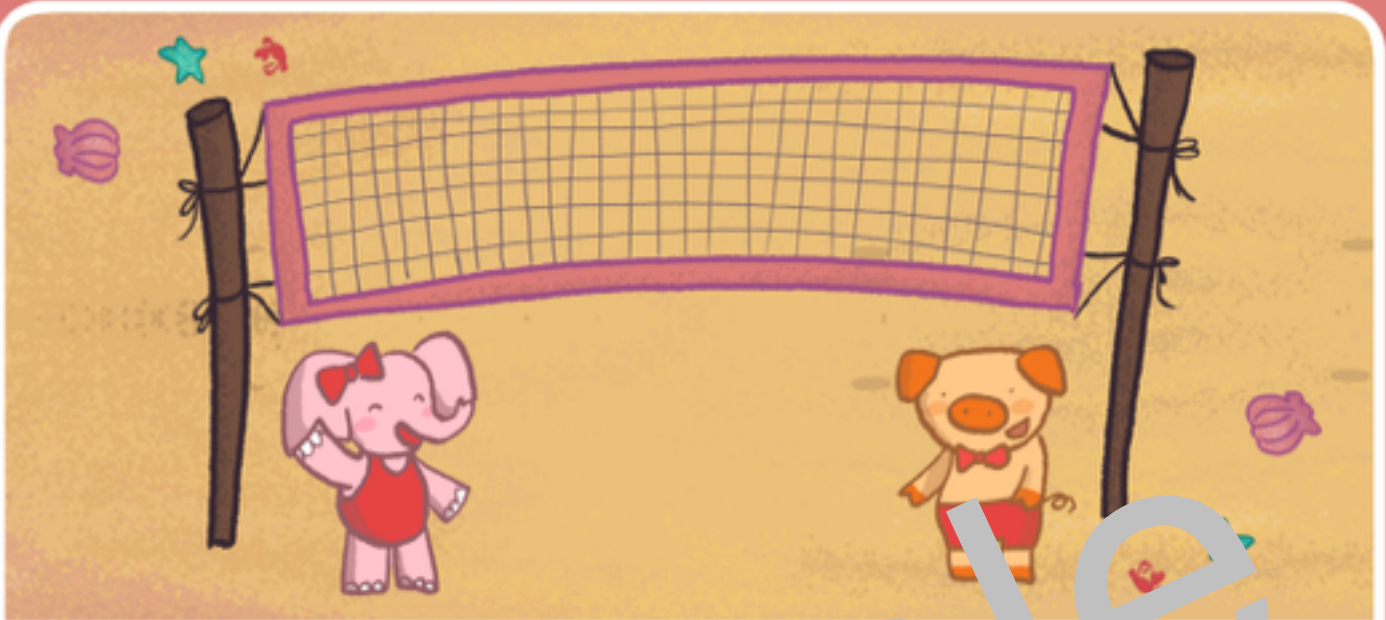
Let's Play with Lightning Bugs!

1

Pinky and Ringo have caught some lightning bugs! Place your **LH Pinky** on any key. I will point to each of the three circles below.



C



A Rhythm Rhyme Welcome

After reading each stanza, I will say and clap the rhythm. Can you clap the rhythm back?

Four friends playing volleyball, some friends big and some friends small.
Bounce the ball and serve once more. Clap with me and try to score!

Vol - ley - ball!

Go-go team small and fast. They won't let that ball go past!
Bounce the ball and serve once more. Clap with me and try to score!

Hit it o - ver!

Thumbelina's trunk swings wide. Pinky's right there by her side.
Bounce the ball and serve once more. Clap with me and try to score!

Vol - ley - ball!

This game is too close to call. Middleton tries not to fall!
Bounce the ball and serve once more. Clap with me and try to score!

Hit it o - ver!

Four friends volley to and fro. Pointer's cheering, "Go, go, go!"
Bounce the ball; be sure to aim. Hit it fast and win the game!

Good Golly Volley



- 1 We will play our parts separately. I will play lines 1, 3, and 5, and you will play lines 2 and 4.
- 2 To play line 2, place your RH Pointer on a black key. Play one sound each time you see a picture of Pointer. Should the sounds be long or short?
- 3 To play line 4, place your RH Pinky on a black key. Play one sound each time you see a picture of Pinky. Should the sounds be long or short?

Swing the eighths

1 2

mf When we're play-ing vol-ley -ball in the sun, we have lots of fun with ev-'ry - one!

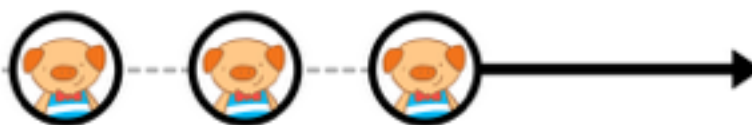
5 with pedal 2



2

Thum-be-na smashes the ball right to Rin-go! Mid-dle-ton hits it to Pink - y Pig!

5 2



5 4 2 5 5

Ev-'ry-one is laugh-ing! Ev-'ry-one is smil-ing, when we're play-ing vol - ley, vol - ley - ball!

2



A Rhythm Rhyme Welcome

After reading each stanza, I will say and clap the rhythm. Can you clap the rhythm back?

Grab a basket; head outside and find some apples where they hide!
See them shining in the sun. Clap with me to pick up one.

Pick an ap - ple!

There is nothing like the crunch of an apple for your lunch.
Apples sparkle in the dew. Clap with me to pick up two.

Red ap - ples!

Middleton can't reach up high. Thumbelina's trunk will try.
Apples wiggle in the breeze. Clap with me to pick up three.

Pick an ap - ple!

Mice like apples; it is true. Thumbelina loves them too!
To make pie we need some more. Clap with me to pick up four.

Red ap - ples!

Shake the tree; just hug its trunk. Then they'll fall down with a plunk!
Five more apples, will you share? Down they come... Hey, that's a pear!

Itching For Apples

"I'm excited to pick those apples!" said Middleton. "Do you know what goes perfectly with apples? Cheese!"

A



Stand in the middle of the room and listen as I play some sounds. If you hear high sounds, *reach up* to pick an imaginary apple from a tree. If you hear low sounds, *reach down* to pick up an "apple" from the ground.

B

Listen and watch as I play high and low sounds on the piano.

Now it's your turn! Use your LH Middleton to play a low sound. Use your LH Middleton to play a high sound. Try it again with your RH Middleton.



1

There are apples growing up high and down low.



2

Point to the high apples. Point to the low apples.

3

If I **point** to an apple up high on the tree, play a high sound on any black key with your RH Middleton.

4

If I point to an apple down low on the tree, play a **low sound** on any black key with your RH Middleton.

C

Itching For Apples



- 1 We will play our parts separately. I will play lines 1, 3, and 5, and you will play lines 2 and 4.
- 2 To play lines 2 and 4, use your LH Middleton to play a low sound on a black key when you see a picture of Middleton below the line and a high sound on a black key when you see a picture of Middleton above the line.

Happily

mf Two friends went a walk-ing to the ap-ple tree. Call-ing to the branch-es "Won't you shake for me?"

with pedal

... on with a ap-ple pie, Thum-be-lin-a tool But your ap-ples are so high, what to do?"

Then there came a breeze that rus-tled through the leaves. Dropp-ing shin-y ap-ples right next to their feet!



A Rhythm Rhyme Welcome

After reading each stanza, I will say and clap the rhythm. Can you clap the rhythm back?

Up the mountain Ringo goes while the snow wind does blow.
Will he make it to the top? Clap with me so he won't stop!

♪ ♪ ♪
Climb high - er!

With his backpack and his shoes, he knows all the trails to choose.
Will he make it to the top? Clap with me so he won't stop!

♪ ♪ ♪
To the top!

Ringo loves the cold fresh breeze, hiking through the alpine trees.
Bighorn sheep hop on the rocks. Clap with me so he won't stop!

♪ ♪ ♪
Climb high - er!

Ringo's paws are getting sore, but he knows there's not much more!
What was that? A big raindrop? Clap with me so he won't stop!

♪ ♪ ♪
To the top!

At the top he looks around at the view of WunderTown!
He eats his lunch, puts on his pack. Wave to him so he'll come back!

Up Music Mountain

"Ta-da! I'm the first raccoon to reach the top of Music Mountain!"
said Ringo proudly. "Does anyone have a camera?"

A



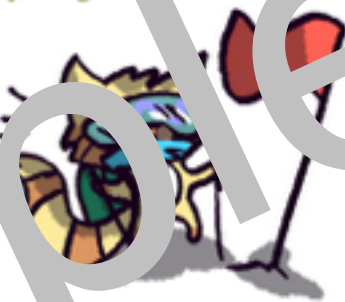
I will **set a cup** upside down on the floor with five coins placed on top and five coins placed to the side.

Listen to the sounds I play. If I play a high sound, take a coin from beside the cup and **place it on top**. If I play a low sound, take a coin from on top of the cup and **place it to the side**.

B

Using **only black keys**, I will play a high sound and then a low sound or a low sound and then a high sound. Use your RH Ringo on any black keys to copy the two sounds you hear.

Let's try it again.



1

Ringo is hiking to the top of Music Mountain!

3

If my finger stops at the top, use your RH Ringo to play a **high sound** on a black key.

2

I will slide a finger up and down the mountain.

4

If my finger stops at the bottom, use your RH Ringo to play a low sound on a black key.



C

Up Music Mountain



- 1 We will play our parts separately. I will play lines 1, 3, and 5, and you will play lines 2 and 4.
- 2 When you see a picture of a Wunderbie below the line, play a low sound on a black key using your matching RH Wunderbie finger. When you see a picture of a Wunderbie above the line, play a high sound on a black key using your matching RH Wunderbie finger.

Rhythmically

f Climb-ing up the snow-y moun-tain, Ring-o's all a-lone. Will he reach the top so high?

When he looks he sees his friends way down in Wun-der-Town, call-ing 'Ring-o come back down!'

Does-n't mind the snow-y wea-ther or the winds that blow. 'Til he's at the top, Ring-o just won't stop!



A Rhythm Rhyme Welcome

After reading each stanza, I will say and clap the rhythm. Can you clap the rhythm back?

Little pig up in the sky, how did you float up so high?
You must make a balloon pop! Clap with me so Pinky stops!



Float - ing

Little pig up in the air, we should get you down from there!
You must make a balloon pop! Clap with me so Pinky stops!



Come back down!

Little pig above the trees, up there with the birds and bees!
You must make a balloon pop! Clap with me so Pinky stops!



Float - ing

Little pig above my head, don't you want your mud instead?
You must make a balloon pop! Clap with me so Pinky stops.



Come back down!

Little pig, now don't be scared! We will get you down from there!
This idea is the best: clap again to pop the rest!

oink, oink And Away



- 1 We will play our parts separately. I will play lines 1, 3, and 5, and you will play lines 2 and 4.
- 2 In line 2, use your RH Pinky to play sounds on black keys moving from low to high. Play one sound each time you see a picture of Pinky.
- 3 In line 4, use your RH Pinky to play sounds on black keys moving from high to low. Play one sound each time you see a picture of Pinky.

Peacefully

2

mp Pink - y hold - ing your bal - loons, fly up high, to the moon!

5 with pedal

3

Don't be wred, you'll come down gent - ly to the mud - dy ground!

5

2

Pink - y, what do you see there high up in the air?

5 2 3 2



See reverse for Game Instructions

oink, oink And Away



Use this game with Lesson 9 and Lesson 10.

Players: 2 players

Materials: one game board, 20 coins, one die

Game Objectives:

Musical Objective: To reinforce recognition of sounds moving higher or lower

Game Objective: To collect coins from the balloon images on the game board

Setting It Up:

The student should sit on the floor with the game board placed in front and the 20 coins and the die placed to the side.

How To Play:

- 1 The student rolls the die and then uses coins to cover a number of balloons on the game board that corresponds with the number rolled. *For example, if the student rolls a "3," three coins are used to cover three balloons.*
- 2 Next, on any black box, the teacher plays three sounds moving higher or three sounds moving lower.
- 3 The student determines if the sounds played by the teacher are moving higher or moving lower and then moves each of the coins placed in Step 1 to the side to examine the balloons underneath.
- 4 If a coin is resting on a balloon **with an arrow that matches** the sounds played by the teacher in Step 2, the coin is removed from the balloon and kept by the student. If a coin is resting on a balloon **with an arrow that does not match** the sounds played by the teacher in Step 2, the coin is removed from the balloon and given to the teacher. *For example, if the teacher played sounds moving higher, any coins that are resting on balloons with arrows pointing higher (a match) are kept by the student and any coins that are resting on balloons with arrows pointing lower (not a match) are given to the teacher.*
- 5 Steps 1-4 are repeated **until a player collects 10 or more coins** and wins the game.

Note:

- 1 The student is not required to complete the game procedure independently. It is important that the teacher guides the student through the different steps of the game in a collaborative learning process.

Thank you for previewing
**WunderKeys Piano For
Preschoolers, Book 1.**

[Click here to purchase this book.](#)